**Undergraduate Council Meeting Minutes**

**April 15th, 2025**

**Voting members present:** Travis Spence, John Leafgren, Dana Lema, Michael McKisson, Christopher Domin, Allyson Roof, Moe Momayez, Lisa Rezende, Joost Van Haren, Amanda Sokan, Jeremy Vetter, Karin Nolan, Melissa Goldsmith, Dereka Rushbrook, Christopher Sanderson, Marie Wallace.

**Non-voting members present:** Kian Alavy, Cassidy Salazar, Abbie Sorg, Sharon Aiken-Wisniewski, Greg Heileman, Alex Underwood, Melanie Madden, Bryanna Andrade.

1. **Lisa Rezende called meeting to order at 3:32 pm**
2. **Approval of Minutes from the**[**UGC March 18th, 2025 meeting**](https://academicadmin.arizona.edu/sites/default/files/2025-04/UGC-March-2025-minutes.docx)**– Lisa Rezende, Acting Co-chair**
   1. Minutes were approved unanimously.
3. **Reports:**
   1. **Academic Affairs Report – Greg Heileman, Vice Provost, Undergraduate Education**
      1. With the help of the Curricular Affairs Office, we compiled data on academic changes over the past five years, at the request of the President. The report includes some noteworthy findings that I’d like to share with you.

Over the past five years, we've seen a significant increase in the establishment of academic programs compared to those being disestablished. Specifically, 81 new majors were created while 40 were disestablished. Additionally, 144 new emphases were introduced and 81 were removed. We’ve also added a substantial number of certificates to fill gaps that existed when I first arrived. Overall, we’re seeing much more being created than removed, which aligns with the institution’s enrollment growth during this period.

Breaking this down further, the creation of majors has consistently outpaced disestablishment year over year. During the period when RCM (Responsibility Centered Management) was in place, there seemed to be an added incentive to develop new majors, which contributed to enrollment growth. While we may not know all the reasons for this increase, it’s clear that many students are attracted to the variety of programs now offered.

When presenting new program proposals to the board, a common question we receive is why we continue to add programs without disestablishing at the same rate. While we do phase out some programs, it happens far less frequently than additions.

We also looked at course actions, and the numbers are striking. There’s a very high volume of course modifications and additions each year, while deletions are relatively few. This raises a concern: we’re creating more courses without a corresponding increase in faculty. When I asked about this, I was told that many of these courses simply aren't being taught. This suggests we may need a course sunset policy—common at other institutions—where courses not taught within a certain timeframe are automatically retired.

Another concern that surfaced recently while working with transfer students is that some departmental course plans are not aligned with actual course offerings. For instance, a student was given a two-year plan that included courses listed as fall-only, but when she tried to register, those courses weren’t available. This mismatch is creating real challenges for students and is happening more frequently than we may realize. It’s something we need to address to ensure students are able to follow through on their academic plans.

The report includes data on enrollment growth. Undergraduate enrollment has increased by 34.4% over the last five years, which is substantial. Once I get clearance to share the full report, I’ll send it out. The Provost has asked for an executive summary first, which will be reviewed by the President before distribution.

Looking at enrollment trends from Fall 2019 through Fall 2021, undergraduate enrollment has grown by 34.4%. This growth has been concentrated within three colleges—College of Science, Eller, and the College of Social and Behavioral Sciences (SBS)—which together account for about 70% of total undergraduate enrollment. In contrast, graduate enrollment growth has been much more modest, estimated around 14–15%.

The most highly enrolled undergraduate programs include Business Management (with nearly 5,000 students), Psychology, Business Administration, Cyber Operations (a rapidly growing program), and Biology. The A Center, which serves students who are currently undecided on a major, also maintains a significant student population. Notably, this number stays stable despite many students declaring majors, due in part to required program changes (RPCs) where students who can’t continue in their chosen major are redirected to the A Center to reevaluate their path.

Another area of major growth has been in the College of Medicine – Tucson, especially after the launch of the BS in Medicine. While there were initial concerns this program might draw students away from other majors like Biology or Physiology, any negative impact appears to be minimal. In fact, the growth in the BS in Medicine program appears to represent mostly new enrollment.

The BS in Science and Software Engineering programs are also performing well. Interestingly, while most programs fall short of their original enrollment projections, a few have exceeded them—especially Design Arts & Practice, Medicine, BS in Science, Cyber Operations, and Software Engineering. Software Engineering in particular had a delayed start but is now seeing rapid growth. Despite these successes, the overall pattern shows that the majority of new programs have not yet reached their anticipated enrollment targets.

* 1. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
     1. No report.
  2. **Distance, Continuing Education Report – Bonnie Taylor, Director of Outreach and Business Affairs and Aviva Doery, Assistant Director, Administrative Support and Strategy**
     1. No report.
  3. **Registrar’s Report – Alex Underwood, University Registrar**
     1. As of yesterday, registration is open for both summer and fall terms, with 7,700 undergraduate students already enrolled for summer and over 14,000 for fall. A notable change this year is the reintroduction of a tuition differential for undergraduate summer courses—resident students will now pay a lower rate than non-residents, reversing the previous flat-rate structure. Additionally, the Registrar's Office has two upcoming events: an open forum titled Ask Us Anything on April 22, where students and staff can raise questions (often about issues like course update procedures), and a webinar on May 6 to prepare for the upcoming opening of winter 2025 and spring 2026 scheduling.
  4. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
     1. We're preparing to celebrate Global Advising Week, which takes place from April 27 through May 5. On campus, we'll be hosting a gathering to recognize and thank our advisors, especially following the recent registration period. In addition, we're reaching out to our 20 remote advisors—who rarely come to campus—by sending thank-you notes and a small gift to make sure they feel appreciated as well. During this week, if you get the chance, please take a moment to thank an advisor for all they do.

I also wanted to share a brief update on Impact 2025, specifically the activity often referred to as the "traffic light" project. We reviewed over 7,000 student names to see who might be eligible to graduate by the end of summer. These names were sent to the colleges for evaluation. Students were categorized into three groups: those unlikely to graduate this term, those on track to graduate, and those who might graduate with some extra support. We found that 4,276 students were clearly on track, and about 574 were in the "maybe" category.

As we analyzed the data, we found that insufficient overall units—not specific courses—was one of the main barriers to graduation. Surprisingly, general education math requirements, which are often an issue, did not appear to be a major obstacle this time. Financial and policy-related holds were also less significant than expected, with relatively few students affected.

The most common issue was students needing one or more courses in their major. This raised an interesting question about how often students had changed majors, which might explain delays in completing required major courses due to timing or sequencing. Lastly, a few students turned out to have already graduated, which we discovered through advisor outreach—an encouraging reminder of the impact this kind of review can have

* 1. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
     1. The University-wide General Education Committee has been actively reviewing a comprehensive set of Gen Ed policy revisions. At the March 26 meeting, the committee approved updates to the attributes policy to prevent them from inadvertently becoming graduation requirements by fall 2026. While initial progress on foundation areas was limited at that meeting, the committee has since approved revisions to Foundations Writing and Foundations Math. However, the vote on math was narrow, indicating a need for further discussion rather than outright disagreement. Foundations Second Language remains under review due to outstanding questions from a broad range of committee members, despite prior work by a task force.

Course proposal reviews have slowed, which has allowed the committee more time to focus on policy revisions. Civic Learning policy revisions were intentionally excluded from the current packet but are under active discussion in a separate advisory group, co-chaired by Michael McKisson. That group is currently evaluating several implementation models and plans to report back to the full Gen Ed Committee soon, with the goal of advancing that work by semester’s end. Additional topics still being addressed include second language and course substitution policies.

* 1. **Subcommittees:**
     1. **Academic Programs Subcommittee report on April 1st, 2025 – Lisa Rezende, Chair**
        1. See item IV. a.
     2. **Curriculum & Policies Subcommittee report on**[**April 1st, 2025**](https://academicadmin.arizona.edu/sites/default/files/2025-04/CPS-Minutes-4-1-25.pdf)**– Joost van Haren, Chair**
        1. See item IV. b.
  2. **UGC Report – Lisa Rezende – Acting Co-chair**
     1. No report.

1. **Items for Discussion**
   1. **Academic Programs Subcommittee -– Lisa Rezende, Chair**
      1. [**New Major: BS in Medical Device Technology Development (COM-T)**](https://academicadmin.arizona.edu/sites/default/files/2025-03/Proposal-BS-in-MDTD.pdf)
         1. There were no finalized documents of the name change, and it has been taken out of the agenda.
      2. [**New Major: BS in Science Law (Science, Law)**](https://academicadmin.arizona.edu/sites/default/files/2025-04/Proposal_BS-in-Science-Law-copy-copy.pdf)
         1. A proposed joint interdisciplinary degree between the College of Science and the College of Law did not initially pass through the subcommittee due to concerns about the clarity of its learning outcomes. These outcomes have since been revised and resubmitted. The program is designed to serve students interested in the intersection of science and law, potentially preparing them for graduate studies, regulatory careers, or law school with a scientific foundation. It includes a solid science core—calculus, chemistry, and physics—along with a law-focused curriculum. While it doesn't have formal emphases, it offers suggested pathways based on students' science interests. The program also features a wide range of course options with clearly outlined prerequisites.

Discussion:

A concern was raised about the potential for confusion caused by the name of the proposed degree, echoing similar issues experienced with the existing Bachelor of Science in Medicine. A representative from the College of Medicine shared that students often misunderstand the BS in Medicine as a clinical or pre-medical qualification, when in fact it is not a medical degree. This has led to ongoing confusion even among current students in that major.

It was noted that the university already offers a Bachelor of Arts in Law, which might carry similar misconceptions—students may assume it confers legal qualifications or the ability to practice law, which it does not. The proposal text for the new joint degree emphasizes preparation for science and law-related careers that do not require a JD, such as patent agents, compliance officers, and regulatory affairs professionals. Despite that clarification, there was concern that repeated references to “science and law” might still mislead students about the nature of the degree.

Members of the committee debated whether this proposal should be sent back for revisions or if it should move forward. Some questioned whether it would be inconsistent to reject this proposal when other programs with similar issues—such as the BS in Medicine and the BA in Law—have already been approved. It was suggested that the committee might table this discussion in order to focus on higher-priority policy issues that are time-sensitive.

Before moving on, one member raised a final concern about advising. While the proposal indicates that advising resources are adequate, those advising services for undergraduate law students are currently situated in the College of Social and Behavioral Sciences, not the College of Law. It was noted that no confirmation was provided from SBS to verify that they have the capacity to advise students in this new joint program.

**The committee agreed that it would be best to table the discussion for now and revisit it at a future meeting.**

* 1. **Curriculum & Policies Subcommittee – Joost van Haren, Chair**
     1. [**Repeating a Course and Grading for Repeated Courses policy**](https://academicadmin.arizona.edu/sites/default/files/2025-04/Repeating-a-Course-Grading-for-Repeated-Courses-policy-proposal_UGC.pdf)
        1. This policy has been extensively discussed within the subcommittee over several meetings, and we have finally reached a consensus on a direction that we believe better supports students. In collaboration with Sharon and the advising group, we focused on simplifying the course repeat process. The new policy eliminates the grade replacement option, which was previously cumbersome for students. Instead, students can now repeat courses without a set limit, and the highest grade earned will be used to calculate their GPA—unlike before, when the most recent grade, even if lower, was counted. Additionally, both W and WC grades will count as one of the repeat attempts, ensuring consistency regardless of when the withdrawal occurs in the semester. Students will only be allowed to repeat courses in which they earned a grade of C or lower. Lastly, the policy officially increases the number of allowed repeat attempts to three, aligning with what the system already permits in practice and reducing confusion for students.

**Christopher Sanderson motioned to approve. Dana Lema seconded. Motion carried unanimously with 16 yeas.**

* + 1. [**General Education Policy**](https://academicadmin.arizona.edu/sites/default/files/2025-04/General-Education-Policy-Proposal-Core-Foundations-Math-Foundations-Writing-Effective-Fall-2026.pdf)
       1. The packet you received was developed by the General Education Overall Task Force, led by Craig and Alex in collaboration with the Registrar’s Office. Their goal is to ensure that general education (Gen Ed) remains consistent across the university. Whether a student transfers between a BS and a BA program, their Gen Ed requirements will remain the same. Additionally, changing majors won’t significantly impact those requirements.

One major aspect is the proposed removal of Gen Ed attributes as graduation requirements starting in 2026. This needs to be voted on this semester to ensure those requirements are officially removed. The university is aiming for uniform Gen Ed standards across all colleges starting in August.

At the undergraduate council level, there were concerns about how the second language foundations component was defined and assessed, so that part has been removed from the current proposal. What this group is voting on now includes: the structure of the Gen Ed curriculum (such as attributes, entry/exit courses, exploring perspectives, building connections, and the signature assignment); elimination of the mid-career writing assessment; updates to the multiple-use policy allowing Gen Ed math courses to count toward a major/minor; and the removal of writing attribute references from writing emphasis courses.

There was also discussion about potentially renaming the Diversity and Equity attribute, but that proposal has been withdrawn for now due to lack of action by ABOR (Arizona Board of Regents). ABOR recently edited related policies, some of which de-emphasized DEI terminology. Any changes to that attribute will return to the policy subcommittee once guidelines are clearer.

Alex Underwood highlighted important structural changes to the math requirement that aim to simplify the process for students while preserving rigor. The updated policy will ensure that math required for a major is clearly identified within the major itself, resolving issues where transfer students are told they’ve met Gen Ed requirements but are still missing essential math for their major. This also prompted an update to the multiple-use policy, so courses at any level—not just calculus or above—can count toward both Gen Ed and major requirements.

Jeremy Vetter added that while some committee members initially preferred delaying implementation until Fall 2027 to allow departments time to adjust, the consensus is to move forward now to give departments enough lead time for the Fall 2026 catalog. There is particular concern about math, as the new policy no longer lists specific math courses, instead linking externally. The plan is to keep vetting new foundation courses with input from the relevant academic departments to ensure consistency.

Other minor issues include consolidating and simplifying policy language—moving some details to the Gen Ed website—and formally codifying the Gen Ed requirement as 32 units, which has been standard practice but not yet official policy. These changes will be retroactively approved by UWGEC in the next meeting unless objections are raised.

**Michael McKisson motioned to approve. Travis Spence seconded. Motion carried unanimously with 16 yeas.**

1. **Meeting adjourned at 4:57pm**

*Respectfully prepared by Bryanna Andrade*